

Syllabus

ECE 23: Literacy & Language Development of Young Children

Course Information

- Semester and Year: Spring 2026
- Course ID and Section number: ECE-23-V9962
- Instructor's name: Dr. Darius Kalvaitis
- Location: Online
- Course units: 3

Instructor Contact Information

- Office location or Online: HU 108b
- Office hours: by Appointment on Zoom, by phone, or on campus
- Phone number: 707.476.4338
- Email address: Darius-kalvaitis@redwoods.edu
- Communication notes: Reach out to me as needed for academic support and advice

Required Materials:

- None

Catalog Description

Introduction to the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers.

Course Student Learning Outcomes

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten).
2. Plan environments and experiences, based on observation of children, to support children's language and literacy development.
3. Describe how teachers can collaborate with parents and other caregivers to support children's language and literacy development.

The instructor reserves the right to modify and adjust the syllabus to meet student and course needs

Course Textbook & Other Materials

Early Childhood Literacy: Engaging and Empowering Emergent Readers and Writers, Birth–Age 5 By Christine Pegoraro Schull, PhD; Leslie La Croix, PhD; Sara E. Miller, EdD; Kimberly Sanders Austin, PhD; and Julie K. Kidd, EdD

The textbook will be provided as a PDF in Canvas.

No outside textbook purchase is required.

AND

California Preschool / Transitional Kindergarten Learning Foundations:
Language and Literacy Development Published by the California Department of Education

The Learning Foundations text will be provided as a PDF in Canvas.

No purchase is required.

Grades

Assignment	Percent of Grade %	Description	Details	Student Learning Outcomes
Weekly Discussions	40%	There are 12 of these. Post online each (and every) week and Reply to at least 2 students each week	Discussion Participation: Students are required to participate in all online discussions. Each discussion is graded as follows: an initial response to the discussion prompt (minimum of 200 words) is worth 3 points, and two thoughtful replies to classmates' posts (minimum of 100 words each) are required, with each reply worth 1 point (for a total of 5 points per discussion).	Supports ongoing engagement with course content and Foundations-based thinking

<p>Quizzes</p> <p>Due every 2 weeks and based on the readings and lectures.</p>	<p>25%</p>	<p>There will be a total of 4 quizzes.</p>	<p>These will mostly be multiple-choice and true and false with some short answers. The quizzes are timed but open book/note and you can usually take them twice and the highest grade will be recorded.</p>	
<p>Assignments</p> <p>Assignments on interesting and relevant topics in our curriculum.</p>	<p>35%</p>	<p>The course includes three major assignments designed to deepen your understanding of language and literacy development in early childhood and to connect theory to practice. Together, these assignments account for 35% of your final grade.</p>		

<p>A1: Connecting California Learning Systems</p>			<p>The first assignment, Connecting California Learning Systems (50 points), focuses on helping you understand how California early childhood education operates within an integrated system. In this assignment, you will examine the relationship among the Preschool Learning Foundations, the Preschool Curriculum Frameworks, the Desired Results Developmental Profile (DRDP), and Kindergarten/California Common Core Standards. Using only the information from the Language & Literacy Development Domain text, you will explain how these systems align and support children’s learning and development. This assignment supports Student Learning Outcome 1, which asks you to explain the roles of the California Preschool Learning Foundations and Frameworks and their relationship to the DRDP and California Kindergarten standards.</p>	<p>SLO 1:</p> <p>Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for Kindergarten, and the Content Standards for California Public Schools (Kindergarten).</p>
<p>A2: Observation → Planning for Language & Literacy</p>			<p>The second assignment, Observation → Planning for Language & Literacy (50 points), mirrors the daily work of early childhood educators. In this project, you will either observe a real child or analyze a video case, identify what the child is already demonstrating in language or literacy development, connect those observations to the California Learning Foundations, and then plan meaningful, developmentally appropriate next steps to support continued growth. This assignment emphasizes intentional teaching grounded in observation, reflection, and planning, and it supports Student Learning Outcome 2, which focuses on planning environments and experiences based on observation to support children’s language and literacy development.</p>	<p>SLO 2:</p> <p>Plan environments and experiences, based on observation of children, to support children’s language and literacy development.</p>

A3: Partnering With Families to Support Language & Literacy			The third assignment, Partnering With Families to Support Language & Literacy (50 points), requires you to create a 3–4 page Family Literacy Partnership Plan. In this assignment, you will demonstrate how early childhood educators can meaningfully collaborate with families to support children’s language and literacy development. The plan emphasizes recognizing and valuing family strengths, home language, and culture, and it connects directly to the California Preschool/Transitional Kindergarten Learning Foundations. This assignment supports Student Learning Outcome 3, which asks you to describe how teachers can collaborate with parents and caregivers to support children’s language and literacy development.	SLO 3: Describe how teachers can collaborate with parents and other caregivers to support children’s language and literacy development.
Total	100%	It all adds up to 100% - see grade calculations below to see what letter grade you will receive.		

Evaluation and Grading Policy

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.

Points can only be earned by completing the above assignments by the deadline

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment is what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the “due date” given in Canvas.

Late assignments are accepted for up to the “accept until” time as posted in Canvas.

Course Grade* 94 to 100 = A

90 to 93.99 =	A-
86 to 89.99 =	B+
83 to 85.99 =	B
80 to 82.99 =	B-
76 to 79.99 =	C+
70 to 75.99 =	C
60 to 69.99 =	D*
0 to 59.99 =	F

***Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of “C” or better.** Although a “D” grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty’s discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

Grace Policy:

- Life happens! You are allowed to miss **one** of each assignment type **without penalty** — that means you can skip **one weekly discussion, one quiz, and one major assignment (NOT The CD Timeline)**, and it **will not count against your final grade**. No need to email or explanation needed—this flexibility is built into the course to support your well-being. Use it wisely!
- The semester moves fast, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

Written with help from AI – *

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this right at the start!

Therefore, disclose any use of AI at the beginning of your writing for this class in every assignment!

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

We, as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used to make your learning and our grading positive and honest.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder

- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280